

Laburnum Primary School

COVID-19

Guidance Plan for the Full and Safe Reopening of School



Updated by: Head Teacher

Last reviewed: September 2020

Next review due by: October 2020 (Ongoing)

In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time in the Autumn Term. In order to support the building of relationships and a successful reintegration to school, pupils in years 1-6 will be part time for the first 3 days. Pupils in EYFS will follow a similar pattern to previous years of phased introduction to full time schooling.

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:

"We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

1. A requirement that people who are ill stay at home
2. Robust hand and respiratory hygiene
3. Enhanced cleaning arrangements
4. Active engagement with NHS test and trace
5. Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- Grouping children together
- Avoiding contact between groups
- Arranging classrooms with forward facing desks
- Staff maintaining distance from pupils and other staff as much as possible"

Many of the protocols and procedures that were implemented during the summer term will remain the same in the autumn term with the expectation that they will further embed so that children who did not attend in the summer term will themselves adopt the measures also.

All protocol and procedures are aligned to the 'Laburnum Primary School Opening to Additional Year Groups RISK ASSESSMENT JULY 2020' (appendix 1) that has been produced using a LA-approved template following 'Guidance for full opening: schools' (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction>). It is a legal requirement to review and update the previous risk assessment.

The following plan outlines relevant detail from the government's guidance with further detail about how Laburnum Primary School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can't negate them entirely.

All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances. The system of controls provide a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.

Within the government guidance, the systems of control that schools should adopt are clearly listed. This document will outline those systems of control and how Laburnum Primary School has made them appropriate to our specific context and circumstance.

Systems of control

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

Prevention:

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) Where recommended, use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual
- 4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 6) Minimise contact between individuals and maintain social distancing wherever possible
- 7) Where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 5 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

SECTION 1: PUBLIC HEALTH ADVICE TO MINIMISE CORONAVIRUS (COVID-19) RISKS.

Systems of control	Action
<p>Prevention</p> <p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p>	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 10 days, they are not to attend school. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned with disinfectant (or bleach) and the children/adults who have had contact with the room will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>There will also be a designated toilet assigned to children who fall ill. Once the child is collected, both rooms (waiting and toilet if used) will be thoroughly cleaned by a member of staff wearing gloves an apron and a mask.</p> <p>The designated isolation spaces/toilets are as follows;</p> <ul style="list-style-type: none"> ▪ Dining Hall Lobby and adult toilet (EYFS Isolation) ▪ PPA Room and PPA Room Toilet (Y1-6 Isolation) <p>If a child is sent home with symptoms, the child should then be tested for coronavirus. If the test is negative, the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of their group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p> <p>Cases of COVID-19 should be reported to Central Bedfordshire Local Authority and Public Health England, Health Protection Team: Telephone 0300 303 8537</p> <p>In the event of a positive case, Public Health England will then advise the school on the next course of action.</p>
<p>2. Where recommended, use of face coverings in schools</p>	<p>Where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, face coverings may be worn.</p> <p>Based on current evidence and the measures in place in school, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</p>

<p>Prevention</p> <p>3. Clean hands thoroughly more often than usual.</p>	<p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> ▪ Entry to school ▪ Before/after break times ▪ Before lunch ▪ When they change rooms ▪ Before leaving school ▪ Anytime that they visit the toilet or cough/sneeze into their hands. <p>Hand sanitiser can be used if hand washing is not possible.</p> <p>Additional hand sanitiser dispensers have been purchased and are stationed in each classroom as well as additional hand sanitisers at appropriate points in school i.e. the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene as a ‘pinch point’ in the school.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year during September when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of revisiting our behaviour principles and relationships policy.</p>
<p>Prevention</p> <p>4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p>	<p>During September, children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the lidded bins in each classroom using the foot-pedal to open the bin and their hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc.), they will need an individual risk assessment, produced in conjunction with the child’s parents, to ensure measures can be put in place to reduce the risks. Government guidance indicates that this is not a reason to deny these pupils face-to-face education.</p>
<p>Prevention</p> <p>5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>At various intervals (as per the cleaning schedule – appendix 2), adults will disinfect and clean tables, door handles and other high contact areas and equipment. Each class will have their own allotted set of classroom cleaning equipment in a box, with additional supplies available in the PPA room. It will be stored appropriately within the classrooms.</p> <p>Children should be allowed to go to the toilet as they would in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings). This includes ensuring that all tissues, PPE, and cleaning materials are bagged and then put in an additional disposal bag that is stored securely for 72 hours before being disposed of.</p>

Prevention

- 6. Minimise contact between individuals and maintain social distancing wherever possible.

The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Laburnum Primary will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.

When children return in September, it will be to their new Class teacher.

Grouping the Children

There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.

The DfE guidance reads as follows:

“In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.”

In order for school to offer a curriculum that is best-placed to support ‘catch-up’ our bubbles will need to be **whole classes**.

Within the government guidance, it recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum, however where possible we have limited this and no adult will work with more than 2 bubbles, unless it is required in order to allow all pupils to attend school (e.g. as a result of staff absence).

Measures within the classroom

Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible.

Classrooms need to be adapted to support distancing where possible. Where tables are used in Years 1-6, they should face the front and children should sit side-by-side, not facing one another nor side on. Classrooms will be prepared as such, ready for September. Early Years’ classrooms will continue to focus on play based independent learning and as such, front facing rows of tables are not appropriate. Where pupils do use tables they will be encouraged to sit side by side, rather than face to face wherever possible.

Measures elsewhere

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to class assemblies and children will remain in their own classrooms for this. Assemblies will be conducted using Picture News resources. Senior Leaders will lead a weekly values based assembly through Google Meet (video conference software) and the weekly celebration assembly will also be delivered in this way. Children are not to sing during assembly.

Use of the staff room should be minimal. The staff room will remain open for adults in Years 4-6 to make drinks and refrigerate food. The PPA room will be used by adults in Years 1-3. EYFS have their own resources for drink making and refrigeration. It is important for staff wellbeing that staff see colleagues and this is encouraged, but staff must observe social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms. Plastic chairs, socially distanced, will be available in the staff room, PPA room and school hall to enable staff to have a formal break away from class.

Measures for arriving at and leaving school (inc break/lunch times)

The start and end time of school will vary for each phase bubble:

- Nursery am: 8:45am – 11:45am
- Nursery pm: 12:15pm – 3:15pm
- Reception: 9:00am – 3:30pm
- Year 1-6 Group A: 8:45am - 3:20pm
- Year 1-6 Group B: 8:55am – 3:30pm

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming in to contact with children from other bubbles. This may be more difficult for some families with multiple children.

Parents are to be encouraged to walk to school where possible and parents will not be allowed onto the school site at this time, apart from parents of children in Nursery and Reception, where one parent will be permitted on the school grounds to drop their child to class. Adults from the appropriate classes will support children as they arrive at school. This way we will continue to reduce footfall of adults on site.

Parents mustn't congregate at the 'drop-off' point, they must instead arrive on time and then depart.

Parents of Reception and Nursery children are to enter as normal, however must exit via the playground gate rather than the nursery gate so that social distancing can be maintained. Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents should drop off at each supervised gate in quick succession, strictly following social distancing from other parents and children. Parents will be asked to drop off and leave, rather than remain on school grounds.

Given that the external school gates will be open between 8:40 and 9:00am and again between 3:15 and 3:40, no children, other than those arriving/leaving will be allowed outside at that point.

Again, at collection, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. Children will be released at the same gates they arrived at. Whilst parents are waiting, social distancing must be adhered to and parents using the playground gate (Years 1, 4 and 5) will have to be particularly stringent.

Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers through Class Dojo if they have queries about the day or they can call to make a phone appointment. Separate communication guidance will be issued, setting clear expectations regarding the use of Class Dojo, ParentMail and phonecalls etc.

The school office will not be open for any parents/visitors unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email / Class Dojo.

Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.

Year 6

It is preferable if Year 6 children are dropped off by a parent. Any child walking on their own will be expected to socially distance. While we cannot enforce this outside of school, we will need to talk to the child/their parent if this becomes an issue as it will negate the impact of our social distancing/bubbles in school.

Other considerations

Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise, specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of school procedures and they must adhere to them. Regular visitors will have a copy of this guidance and the school risk assessment. Other visitors will receive a verbal briefing of expectations when they arrive on site.

Where contractors can attend outside of school hours, they should. If that is not possible, they should follow all procedures as determined by school.

A record of all visitors will be kept to support NHS Test and Trace.

In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use or left for 48 hours (72 for plastic).

Shared resources, like art/science equipment should be meticulously cleaned between use or rotated to allow 48 hours between use to ensure they are safe (72 hours for plastic).

Games that encourage distancing and little touch need to be made available to the children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources from their classrooms or the PE shed so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This will be collected at the end of their break/ lunch time and cleaned daily.

Pupils should not bring anything additional/unnecessary from home. There can be no live 'show and tell'. However, children can now take reading and homework books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the shelves. Each child will be provided with a clear zipped wallet to keep homework books (wipe clean) and reading books in. A book bag is permissible, but rucksacks will not be needed. Children are encouraged to only bring their zipped wallet each day. **Children in Year 6 should not bring a mobile phone to school.**

All children should bring a clean, named water bottle each day and take it home each day for washing.

Government guidance indicates that teachers can take books home (and return them freely) to assess or use to support planning etc. At Laburnum, we will avoid taking books off site to minimise the risk to teaching staff and their families.

<p>Prevention</p> <p>7. Where necessary, wear appropriate personal protective equipment (PPE).</p>	<p>PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support).</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:</p> <ul style="list-style-type: none"> - Face masks - Aprons - Gloves of various sizes <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>
<p>Response to any infection</p> <p>8. Engage with NHS Test and Trace.</p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>Parents and staff should inform school immediately of the results of a test and follow this guidance.</p> <ol style="list-style-type: none"> 1) If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. 2) If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.
<p>Response to any infection</p> <p>9. Manage confirmed cases of coronavirus (Covid-19) amongst the school community.</p>	<p>School should contact the local health protection team:</p> <p>PHE East of England HPT Public Health England Second Floor Goodman House Station Approach Harlow Essex CM20 2ET Email: EastofEnglandHPT@phe.gov.uk; phe.EoEHPT@nhs.net Telephone: 0300 303 8537</p> <p>PHE East of England HPT (Norfolk) Public Health England Council Offices College Road Mildenhall Suffolk</p>

	<p>Norfolk IP28 7EY Email: EastofEnglandHPT@phe.gov.uk; phe.EoEHPT@nhs.net Telephone: 0300 303 8537</p> <p>School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 days, but those living in the household do not have to unless the school child/adult shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have a test. If the symptomatic child’s test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 10 days from the onset of symptoms.</p> <p>Laburnum Primary will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
<p>Response to any infection</p> <p>10. Contain any outbreak by following local health protection team advice.</p>	<p>Keep in contact with our health protection team.</p> <p>If school has 2 or more confirmed cases within a 14-day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a phase bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>

SECTION 2: SCHOOL OPERATIONS

Aspect of school	Action
<p>Transport</p> <p>There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> by dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only by public transport services, we mean routes which are also used by the general public 	<p>Dedicated school transport</p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply from the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p>Wider public transport</p> <p>Children should not attend trips or visits if they are required to use public transport to get there. This is an unnecessary risk for Laburnum Primary to instigate.</p>
<p>Attendance</p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children’s education, wellbeing and wider development.</p> <p>School attendance will therefore be mandatory again from the beginning of the autumn term.</p>	<p>Attendance expectations</p> <p>School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p> <p>School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority’s policy and guidance).</p> <p>Pupils who are shielding or self-isolating</p> <p>If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. Laburnum Primary will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.</p>

	<p>Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p><i>Pupils and families who are anxious about return to school</i></p> <p>If parents of pupils with significant risk factors are concerned, they should contact the school office to discuss it further.</p>
<p><i>School Workforce</i></p>	<p><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></p> <p>Laburnum Primary School has planned to follow the full measures within the guidance, therefore most staff will return to the workplace as normal.</p> <p>Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.</p> <p><i>Deploying support staff and accommodating visiting specialists</i></p> <p>As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.</p> <p><i>Supply teachers and other temporary or peripatetic teachers</i></p> <p>Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.</p> <p>Likewise, Inspiring Music teachers will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. These will need to be consistent people, not changing week-to-week. (see risk assessment)</p>
<p><i>Safeguarding</i></p>	<p>All existing pre-covid safeguarding measures will return as normal, however the 'Designated Safeguarding Leads' will need to consider the needs of those children requiring additional pastoral support as a result of prolonged absence from school.</p>
<p><i>Catering</i></p>	<p>The expectation is that the school caterers will be open in the Autumn term. Whilst policy and practices continue to embed, we will only serve grab bags as a school meal option initially. Grab bags need to take into account dietary requirements as the kitchen normally would.</p> <p>Alternatively, all children are welcome to bring a packed lunch to school.</p>
<p><i>Lunch and break times</i></p>	<p>Midday supervisors and school support staff will continue to support the supervision of lunchtimes but they will be allocated to phase bubbles that cannot mix. They will be required to help to supervise the children whilst they eat and then support in cleaning the room/surfaces.</p> <p>A rota has been drawn up to ensure that only members of staff within appropriate bubbles supervise their bubbles at break times. The field/playground will continue to be split into zones and allocated to bubbles to avoid any cross-contamination.</p>

	<p>All bubbles will adhere to the circulated rota for eating and playtimes. Children in Reception, Year 1 and 2 will eat in the dining hall in designated zones. Children in Years 3-6 will eat in classrooms, with a member of class staff collecting the insulated box containing grab bags for each class.</p> <p>Staff may go home for lunch assuming someone is supervising the children appropriately during that time.</p>
Premises	<p>Mrs Pearce will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>
Educational Visits	<p>School trips are permitted to resume however due to the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, we will not be undertaking any visits in the autumn term (at least).</p>
Wraparound care	<p>Wraparound care is permitted to commence. Children attending breakfast or after school club will ideally need to be kept in separate class bubbles within the dining hall. If for any reason this is not possible, the children will need to remain in small consistent bubbles, observing very good hand hygiene.</p> <p>Children in Breakfast / After School Club, will be in groups no larger than 15 children per adult.</p>

SECTION 3: CURRICULUM, BEHAVIOUR AND PASTORAL SUPPORT

Aspect of school	Action
<p><i>Curriculum expectations</i></p> <p>The key principles that underpin government advice on curriculum planning are:</p> <p>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</p> <p>The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>Laburnum Primary School has identified a ‘recovery curriculum’ approach and produced a recovery curriculum document (appendix 3). The model we have created applies our full and broad curriculum experience, but also allows great scope to identify gaps in core learning, consolidate these and plan for them to be addressed over a period of time, with additional intervention for specific individuals and for those year groups that have less time to ‘catch-up’ before moving to the next phase of education.</p> <p>During this period, children will be reminded of all of their hard work during the previous year and we will ‘reset’ the expectations so that children know that we are expecting of them on their return to school.</p> <p>Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.</p> <p>Remote education will become a focus in the sense that it will become integrated into the school curriculum. Class teachers will retain the use of Class Dojo and upload information to class stories to maintain contact and links with parents. Oak National Academy lessons will be used periodically throughout the curriculum so that children are comfortable with the content and format in readiness to revert to that way of working should local lockdowns or a national lockdown be imposed.</p> <p>The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents shortly after the summer holiday. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.</p>

<p>Specific points for Early Years Foundation Stage (EYFS) to Key Stage 2</p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</p>
<p>Music</p>	<p>There is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing/playing instruments should not happen in groups of more than 15. This has implications for our music curriculum and adjustments will need to be made. Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Inspiring Music will teach groups of 15, who alternate with a member of support staff. Measures taken will be based on the most up to date guidance, but include smaller group sizes, singing/playing back to back or side to side in a well ventilated room and social distancing as much as possible,</p>
<p>Physical activity in schools</p>	<p>Each class will take part in one formal PE lessons each week. These lessons will be outside as transmission of the disease is reduced in the outdoors. Teachers will ensure their class bubble has an additional 15 minutes of directed physical activity each day. The school hall is not currently suitable for indoor PE due to its size and location.</p> <p>Each class bubble will come to school in their PE kit (including jogging bottoms and a sweatshirt) on their designated PE day.</p> <p>The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.</p> <p>Contact sports are to be avoided.</p> <p>We will not currently use outside coaches for after school clubs due the increased risk of contamination from mixed bubble/age groups.</p>
<p>Pastoral support</p>	<p>The safeguarding leads and SENDCo (Mr Bardell, Mrs Dawes & Mrs Boyall) will ensure that appropriate materials are on hand to support children’s wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, the DSLs and SENDCo are to be informed so that specific interventions can take place.</p>
<p>Behaviour expectations</p>	<p>The current approved behaviour principles and relationship policy coronavirus addendum will still apply.</p>

During September, expectations of behaviour will be revisited and the school vision and motto, Challenge, Achieve, Respect, Effort, will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.

SECTION 4: ASSESSMENT AND ACCOUNTABILITY

Aspect of school	Action
Primary Assessment	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none"> ▪ The phonics screening check (Y2 will complete a past screen in Autumn 2 2020, Y1 June 2021) ▪ Key stage 1 tests and teacher assessment (May 2021) ▪ The year 4 multiplication tables check (June 2021) ▪ Key stage 2 tests and teacher assessment (May 2021) ▪ Statutory trialling <p>Laburnum Primary will prepare for these tests in the same manner as has been done in previous years.</p>

SECTION 5: CONTINGENCY PLANNING FOR OUTBREAKS

Aspect of school	Action
A local outbreak	<p>If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>
Remote education support	<p>Laburnum Primary School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown of a number of weeks.</p> <p>Our immediate response will be the following:</p> <ul style="list-style-type: none"> ▪ Children will take home a stationery pack and utilise their home-learning exercise book ▪ Adults will share lessons via Class Dojo and Google Classroom, often in reference to Oak National Academy lessons that are tailored for every objective in the primary curriculum. ▪ Teachers will then be able to offer advice and provide support using email and Class Dojo. In circumstances where children are really struggling to make any progress and parents need specific additional support, a school adult will make contact and meet with children/parents that require additional support through Google Meet/phone call. ▪ Children will be able to take photos of their learning and upload to the Class Dojo/Google Classroom page so that teachers can monitor progress and offer supportive feedback if appropriate. <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning. More detail on Oak National Academy can be found here (https://www.thenational.academy/information-for-teachers).</p> <p>Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household. The existing devices will be re-distributed to those eligible families.</p>

The principles for delivery will be as follows:

- Children will receive learning opportunities for a range of subjects each day
- Learning will be sequenced as per our current curriculum model
- High quality explanations will be made by the teacher using learning platforms and video links or through curriculum resources such as Oak National Academy
- Work will be checked through uploads to Class Dojo or Google Classroom
- Lessons will be provided for the equivalent length of a normal school day.
- Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the learning support team.

APPENDIX 1: LABURNUM PRIMARY SCHOOL RISK ASSESSMENT FORM

Risk Assessment for: RISK TO HEALTH AND LIFE	What are you risk assessing? FULL RETURN TO SCHOOL OF STAFF AND PUPILS DURING A GLOBAL PANDEMIC AND NATIONAL CRISIS		
Assessment by: MR BEN BARDELL (HEAD TEACHER)	Date: FRIDAY 4 th SEPTEMBER 2020	Approved by: FULL GOVERNING BODY	Date:

STAFF, PUPILS & PARENTS

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
Increased risk to Health and Life	<ul style="list-style-type: none"> All staff have an increased risk of contracting COVID-19 due to increased contact with children and other staff. 	<ul style="list-style-type: none"> In line with Government guidance: <ul style="list-style-type: none"> Pregnant staff to be risked assessed against current guidance and medical information and an informed decision made regarding work from school/home. Vulnerable staff to maintain strict social distancing of 2m wherever possible (and at least 1m+). Staff living with a clinically extremely vulnerable person to maintain strict social distancing of 2m wherever possible (and at least 1m+). All staff made aware of social distancing, cleaning and hygiene expectations. All staff in school organised in limited contact class 'bubbles' of children / staff, where possible. Staff may work in more than one bubble, however must maintain stricter social distancing from children and adults if this is the case. 	<ul style="list-style-type: none"> Response to local lockdown / outbreaks – measures may need to be stricter. 	BB, MD All staff	Reviewed by 1.10.2020	
	<ul style="list-style-type: none"> All pupils have an increased risk of contracting COVID-19 due to increased contact with children and staff. 	<ul style="list-style-type: none"> In line with Government guidance: <ul style="list-style-type: none"> Extremely vulnerable pupils to stay at home if advice from their medical team recommends this. All pupils in school organised in limited contact class 'bubbles' of children / staff. All pupils to be made aware of behaviour principles and relationships policy addendum. All pupils made aware of social distancing and hygiene expectations. 			BB, MD	Reviewed by 1.10.2020

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed	
Insufficient staff to ensure safe running of the school:		<ul style="list-style-type: none"> All staff currently able to return in September 2020 Each 'bubble' has sufficient staff to meet the needs of the children and maintain supervision while other staff are provided with adequate breaks in line with contracted pay and conditions. 	<ul style="list-style-type: none"> Cover provided for absent staff. Bubble temporarily closed due to insufficient staffing. HT/DHT to contact cluster lead / SIA 	BB, MD	Ongoing		
<ul style="list-style-type: none"> Adequate staffing in each class 'bubble' 	<ul style="list-style-type: none"> Pupils due to inadequate supervision. Staff wellbeing due to inadequate breaks. Pupils and staff due to insufficient access to suitable first aid and safeguarding support. Pupils and staff due to insufficient guidance and support from senior leaders. Pupils and staff due to insufficient site management (links to H&S / Building risks) Pupils and staff due to lack of cleaning staff (and therefore insufficient cleaning) 	<ul style="list-style-type: none"> All Nursery / Reception bubbles contain a Paediatric First Aider and at least one PFA qualified staff member on site at all times. Staff with expiring qualifications are booked to attend CPD to revalidate. 	<ul style="list-style-type: none"> Possible closure/partial closure if no PFA qualified staff available on site. 	BB, MD	Ongoing		
<ul style="list-style-type: none"> Staff with Paediatric First Aid qualification 		<ul style="list-style-type: none"> All 'bubbles' contain at least one member of staff (usually two) who is First Aid trained. 				Ongoing	
<ul style="list-style-type: none"> Staff qualified to administer basic First Aid. 		<ul style="list-style-type: none"> HT & DHT not assigned to 'bubbles' (aside from PPA cover) to ensure strategic and operational leadership / support available. 				Ongoing	
<ul style="list-style-type: none"> Senior Leaders 		<ul style="list-style-type: none"> All staff can make 'non-contact' referrals using Edaware. HT, DHT & SENDCo in school DSL support. All DSLs access referrals using Edaware. 				Ongoing	
<ul style="list-style-type: none"> DSL 		<ul style="list-style-type: none"> Admin staff timetabled to cover school office. 	<ul style="list-style-type: none"> Office manager to monitor and report issues with administration 	SE	Ongoing		
<ul style="list-style-type: none"> Admin staff 		<ul style="list-style-type: none"> Site manager to manage and monitor cleaning and maintenance schedules. 	<ul style="list-style-type: none"> Site manager to report issues with site / cleaning 	TP	Ongoing		
<ul style="list-style-type: none"> Site Manager 		<ul style="list-style-type: none"> Additional staff training for all members of staff on basic classroom cleaning (equipment, materials, frequency etc.) Additional staff training (COSHH) and induction for specific members of staff who are assigned additional hours to support cleaning. 	<ul style="list-style-type: none"> A lack of suitably qualified cleaning staff and available cover could result in a site closure or partial closure. 	TP, BB, MD	Ongoing		
<ul style="list-style-type: none"> Cleaning staff 							

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Staff failure to report illness / self-isolate if presenting with COVID-19 symptoms. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> All staff briefed on self-isolation criteria and updated symptoms (in line with Government guidance). All staff briefed on absence reporting expectations. All staff briefed on isolation / absence periods (in line with latest Government guidance). 	<ul style="list-style-type: none"> Ongoing updates to staff to ensure all aware of most recent guidance. 	BB, MD All staff	As soon as guidance is released.	
<ul style="list-style-type: none"> Pupil/Parent failure to report illness / COVID-19 symptoms. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Clear communication with parents regarding the need to report symptoms (in line with current government guidance/symptom list) to school, self-isolate and request testing. All pupils 'bubbles' of no more than 30 children and 2/3 consistent adults. Staff to be aware and vigilant to symptoms, asking pupils & parents where necessary / if illness suspected. 	<ul style="list-style-type: none"> Staff to ensure any pupils exhibiting symptoms to be isolated in line with in school guidance. 	All staff & pupils	Ongoing / as soon as identified	
<ul style="list-style-type: none"> Pupils unable to understand / enact social distancing measures from adults and other bubbles, due to age / SEND 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Parents provided with expectations in advance to share at home. Specific guidance / social story for SEND pupils. Ongoing reminders to all pupils. Environments / resources organised in line with Government guidance. Staff actively distance from children and each other. 	<ul style="list-style-type: none"> Individual conversations with parents/staff as required. 	All staff SLT	Ongoing	
<ul style="list-style-type: none"> Visitors to school 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Office access to be by phone call / email only Social workers / School Nurse /Police allowed 1:1 / family access by agreement with the HT/DHT/SENDCo (DSLs) using school library and 2m social distancing. 	<ul style="list-style-type: none"> Local increase in infection rate may necessitate an increase in measures and tighter restrictions on visitors to school. 	Office staff	Ongoing	
<ul style="list-style-type: none"> Parent access to school 		<ul style="list-style-type: none"> Parent access by phone call / email only – attendance on site by pre-booked appointment only. 		HT/DHT	Ongoing	
<ul style="list-style-type: none"> School caterers on site 		<ul style="list-style-type: none"> One consistent member of staff to attend site. Staff member to wash hands on arrival and wash hands between serving to different classes. Staff member to observe stringent social distancing. 		All staff	Ongoing	

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Contractors / Gardeners on school site 		<ul style="list-style-type: none"> Contractors/gardeners only allowed on site socially distanced and when children/main staff are not using affected areas. Any affected areas within the school buildings to be thoroughly cleaned with appropriate materials prior to use by staff/pupils. 			Ongoing	
<ul style="list-style-type: none"> Deliveries to school 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Delivery personnel to telephone office on arrival and deliver to lobby or area immediately outside of office – delivery personnel not to go beyond this point. Post delivered to secure post box outside of school office. Office staff to wear gloves to bring delivered items into school. 	<ul style="list-style-type: none"> Local increase in infection rate may necessitate an increase in measures and tighter restrictions on visitors to school. 	Office staff HT/DHT All staff	Ongoing	
<ul style="list-style-type: none"> Peripatetic Staff / supply teachers attending school 		<ul style="list-style-type: none"> Peripatetic Music Staff allowed on site – must socially distance 2m from staff/pupils and maintain hygiene measures. Hands to be washed / hand sanitiser to be used between pupils. Instruments (e.g. piano) to be disinfected between pupils or pupils to play own designated instrument. Supply Teachers allowed on site, but only used to avoid a partial closure when there is no alternative member of school staff available. 			Ongoing	
<ul style="list-style-type: none"> Therapists on site for weekly 1:1 sessions. 		<ul style="list-style-type: none"> Therapists allowed on site – must socially distance 2m from staff/pupils and maintain hygiene measures. Hands to be washed / hand sanitiser to be used between pupils. Therapist to distance a minimum 1m from child working directly with. 			Ongoing	
<ul style="list-style-type: none"> Insufficient PPE available. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Site manager to monitor and maintain supplies of PPE (including monitoring supply chains). Site manager to report on stock levels of PPE to HT weekly. Site manager to immediately report on limited stock of PPE to HT. 	<ul style="list-style-type: none"> HT to contact cluster lead / SIA if PPE levels fall to an unacceptable level. If no PPE available, school to be closed to all groups. 	TP/BB	Weekly reporting	

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Inappropriate use of PPE 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> All staff to be trained in the appropriate use of and disposal of PPE. Parents to be briefed on acceptable use of PPE by pupils. Pupils to remove and dispose of / store facemasks on arrival in line with Government guidance (own clean bag). 	<ul style="list-style-type: none"> All staff to report inappropriate use of PPE by staff/pupils to HT/DHT 	All staff HT/DHT	Ongoing	
<ul style="list-style-type: none"> Pupil drop off by parents. 	<ul style="list-style-type: none"> Lack of social distancing by parents/pupils. Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Drop off / pick up protocol shared with parents and explained to all pupils (once in school). Staggered start and end times to ensure different groups arrive and leave at different times, reducing the number of pupils/parents outside of the school gates. Ground markings and signage to indicate social distancing for parents/pupils outside of the school grounds and for pupils inside the school grounds. HT/DHT to monitor drop off / pick up and directly engage/reinforce with parents who are not socially distancing. 	<ul style="list-style-type: none"> Restrictions on access for parents who do not socially distance on more than one occasion. 	All staff HT/DHT	Ongoing	
<ul style="list-style-type: none"> Nursery pupils attending more than one setting 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Stringent cleaning and hygiene protocols and routines in place. Parents surveyed to establish if children will attend another setting. Parents discouraged from using more than one setting. 	<ul style="list-style-type: none"> Discussion with parent/setting to reach an agreement on attendance. 	Class staff	Ongoing	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Pupil movement around school. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Addendum to Behaviour Principles and Relationships Policy to be shared with all pupils and revisited frequently. Start/end/break/lunch times organised to ensure maximum social distancing. Pupils to be escorted on entry/exit, to break/lunch and to toilets. Pupil toilets blocks designated to specific classes where possible. Pupils must remain in class at all times other than designated breaks and toilet breaks. 		Class staff	Ongoing	

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Staff movement around school. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Start/end/break/lunch times organised to ensure maximum social distancing. Staff room unavailable for sitting. Maximum 2 people in the staff room at one time. Staff toilets designated to specific staff groups. Staff to remain in class/with group apart from at designated break times. 		Class staff	Ongoing	
<ul style="list-style-type: none"> Pupil shared resources. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Resources designated for individual use (pupil tray/resource wallet/pencil case provided by school). Resources in EYFS used by individual groups only and then cleaned before use by the group/other groups again. Only Reading /Homework books to be taken between home and school. Shared resources to be set aside for 48 hours (72 hours for plastic) prior to reuse or thoroughly disinfected. 		Class staff	Ongoing	
<ul style="list-style-type: none"> Staff resources 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Staff to use staff room/PPA room for hand washing, hot water boiler and refrigeration. Staff to bring own utensils/cutlery for eating. If school cutlery/crockery is used it must be washed and dried by hand and put away – suggested that staff wash crockery prior to use. Dishwasher not to be used by staff (or emptied wearing gloves). All staff to bring own travel mug for hot drinks (or label a staffroom travel mug) and take home daily for washing. Minimal personal items to be taken between home/school. Individual teacher laptops to remain at home – teachers to utilise google drive for storage and transfer of files. 				
<ul style="list-style-type: none"> Pupil/staff resources 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Pupils to work in own exercise books. Pupils to self-mark books where possible. Adults to provide verbal feedback and only mark in books when essential. Adults to follow amended feedback and marking policy. 				

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Use of shared spaces. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Groups to use specified outdoor spaces at specified times and to be supervised by the adults in their bubble at all times. Outside areas to be divided to allow for more than one group to be socially distanced. 		Class staff	Ongoing	
<ul style="list-style-type: none"> Use of shared outdoor equipment. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Trim trail and Pirate Ship only to be used by one designated group a week and then left for 72 hours over the weekend. EYFS outdoor fixed equipment to be used, but wiped clean on a daily basis. Bikes to be cleaned prior to and following use by any group. 		Class staff	Ongoing	
<ul style="list-style-type: none"> Shared dining 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Reception, Year 1 and Year 2 to eat in dining hall at designated tables/seats. All remaining pupils to eat in designated classroom, supervised by specified adults. All to wash hands prior to and after eating. All tables to be cleaned prior to and after pupils eating. Caterers to deliver school meals to hall in named boxes to be collected by staff from each bubble. 		Class staff Caterers	Ongoing	
<ul style="list-style-type: none"> Transport to school 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> All families encouraged to walk to school. School transport providers to ensure appropriate social distancing. 		School Transport Provider	Daily	
<ul style="list-style-type: none"> Pupil/Staff hygiene 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> All pupils/staff to follow guidance on hand washing techniques. Pupils to be supervised when handwashing. Pupils/staff to wash hands on arrival, before and after breaks/lunch and before leaving school. Pupils/staff to wear a clean set of clothes each day. 				
<ul style="list-style-type: none"> Increased risk of transmission due to airborne virus 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> PE to take place outside. Additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting. 	Confirm risk assessment with Inspiring Music teachers.	Class Staff	Ongoing	

		<ul style="list-style-type: none"> Singing/playing instruments should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. Inspiring Music will teach groups of 15, who alternate with a member of support staff. 				
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CLEANING & HYGIENE

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Insufficient access to handwashing facilities, including soap. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Warm water hand washing accessible in staff toilets, staff room and pupil toilets. Cold water hand washing accessible in all classrooms. Site Manager to monitor stock and supply of hand soap (including supply chains). Classroom staff to monitor levels of hand soap in class daily and top up as part of daily cleaning schedule. Cleaning staff to monitor levels of hand soap in toilets and top up as part of daily cleaning schedule. 	<ul style="list-style-type: none"> Contact cluster lead / LA if stocks of hand soap drop to a level predicted to become insufficient and cannot be replaced. 	TP	Ongoing (daily)	
<ul style="list-style-type: none"> Getting or spreading coronavirus by not washing hands or not washing them adequately 	<ul style="list-style-type: none"> Staff Pupils Contractors Delivery drivers Visitors 	<ul style="list-style-type: none"> Provide water, soap and drying facilities Provide information on how to wash hands properly and display posters Provide hand sanitiser for the occasions when people can't wash their hands 	<ul style="list-style-type: none"> Put in place monitoring to make sure people are following controls Put signs up to remind people to wash their hands Provide information about when and where adults/pupils need to wash their hands If people can't wash hands, provide hand sanitiser 			

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Potential transmission through contact with surfaces, high touch areas and waste. 	<ul style="list-style-type: none"> Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Site manager developed enhanced cleaning schedule which is implemented throughout the site, ensuring that contact points, work surfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly in line with COVID-19: cleaning of non-healthcare settings - GOV.UK Teachers and TAs to be responsible for daily frequent cleaning of classrooms - protocol for cleaning daily written by site manager. Teachers and TAs to be responsible for emptying lidded bins (wearing gloves) in each classrooms daily (double bagged and emptied at each break time if used for tissues). 	<ul style="list-style-type: none"> Make sure people are checking their skin for dryness and cracking. 	TP All staff		
<ul style="list-style-type: none"> Inadequate supply of cleaning & hygiene materials / products (including tissues and paper towels) 	<ul style="list-style-type: none"> Significantly increased risk of virus transmission to staff and children due to inadequate cleaning. 	<ul style="list-style-type: none"> Site manager ordered sufficient stock in advance of wider opening. Site manager to monitor stock levels and reorder as required to ensure stock levels remain high. Site manager to report weekly on stock levels to HT/DHT. 		TP		
<ul style="list-style-type: none"> Insufficient cleaning staff/ inadequate time available to ensure adequate standard of cleaning between 	<ul style="list-style-type: none"> Significantly increased risk of virus transmission to staff and children due to inadequate cleaning. 	<ul style="list-style-type: none"> Additional staff training for all members of staff on basic classroom cleaning (equipment, materials, frequency etc.) Teachers and TAs to be responsible for daily frequent cleaning of classrooms and key worker children room (dining hall) - protocol for cleaning daily written by site manager. 	<ul style="list-style-type: none"> 	TP BB All staff Cleaning staff	Ongoing Weekly Review	

sessions/ change overs of pupil groups/ deep cleans as required.	<ul style="list-style-type: none"> Additional staff training (COSHH) and induction for specific members of staff who are assigned additional hours to support cleaning. 				
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HEALTH & SAFETY

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> Fire evacuation could compromise social distancing. 	<ul style="list-style-type: none"> Fire risk to staff & pupils Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Site Manager has produced updated Fire Risk Assessment and evacuation plan. 	<ul style="list-style-type: none"> Fire evacuation to be practiced when all pupils have returned. 	TP BB	By end of first week back	
<ul style="list-style-type: none"> Child or adult displaying symptoms of Coronavirus. 	<ul style="list-style-type: none"> Significantly increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> Adult to be sent home immediately to self-isolate. Refer for testing. Parent/carer of pupil to be contacted to collect immediately, self-isolate and refer their child for testing. Follow further guidance in Coronavirus (COVID-19): implementing protective measures in education and childcare settings and in the school procedures. Contact Public Health England 		All staff	Ongoing	

COMMUNICATION

What are the hazards?	Who might be harmed and how?	What are you already doing / have done?	What further action is/might be necessary?	Action by whom?	Action by when?	Date completed
<ul style="list-style-type: none"> ▪ Direct communication breaks social distancing measures. ▪ Lack of communication due to social distancing 	<ul style="list-style-type: none"> ▪ Increased risk of virus transmission to staff and children. ▪ Risk to pupils if safeguarding or health concerns are not effectively communicated. 	<ul style="list-style-type: none"> ▪ Clear communication protocol and expectations to be shared with all staff and parents, emphasising use of phone email, Class Dojo, Google hangouts/meet. ▪ Staff to communicate messages within school using google hangout/email. ▪ Upgrade phone system (to VOIP) to ensure adequate access to multiple phone lines in/out of school. 		All staff SLT to parents	Prior to 1.10.2020	
<ul style="list-style-type: none"> ▪ Social distancing of staff reduces communication 	<ul style="list-style-type: none"> ▪ Increased risk to staff and pupils due to key messages not being effectively communicated. 	<ul style="list-style-type: none"> ▪ Virtual staff meeting weekly. ▪ Daily briefing to staff to reiterate key points. 	<ul style="list-style-type: none"> ▪ 			
<ul style="list-style-type: none"> ▪ Pupils do not take on board new expectations. 	<ul style="list-style-type: none"> ▪ Increased risk of virus transmission to staff and children. 	<ul style="list-style-type: none"> ▪ Direct instruction / teaching of new routines by adults in class. ▪ Reminder prompts and posters displayed around school. ▪ HT/DHT to remind pupils in assemblies (Google Meet). ▪ Addendum to Behaviour Principles & Relationships Policy. 		All class staff HT/DHT	Ongoing to reinforce	

Risk assessment review due: 31/10/2020 or in the event of any incident, change in circumstances or additional guidance being issues. The risk assessment will also be reviewed if there is a significant increase (or potential increase) in pupil numbers (through parental choice or Government guidance/decision making) or a significant increase or decrease in staff available to work.

APPENDIX 2: DAILY CLEANING IN LINE WITH SITE MANAGERS DAILY CLEANING SCHEDULE

MEASURE TO TAKE

Use standard cleaning products to clean and disinfect frequently touched objects and surfaces at each break time, including:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> ▪ Door and window handles ▪ Desks and table tops ▪ Sports equipment | <ul style="list-style-type: none"> ▪ Teaching and learning aids ▪ Computer equipment ▪ Toys | <ul style="list-style-type: none"> ▪ Telephones ▪ Bathroom facilities |
|---|--|---|

Classrooms end of day:	Walls, doors, sills, switches	Spot clean	Blue cloth	Multi-purpose Spray
	Tables	Wipe clean	Blue cloth	Multi-purpose Spray
	Furniture	Wipe clean	Blue cloth	Multi-purpose Spray
	Floor (altro)	Mop	Blue mop & bucket	General purpose floor cleaner
	Floor (carpet)	Vacuum	Hoover	N/A
	Clevertouch Screen	Wipe clean	Cleaning Wipes	Cleaning Wipes
	Sink & tap	Wipe clean & scour	Blue cloth & scourer	Multi-purpose Spray

Have all cleaning staff used appropriate equipment (e.g. disposable gloves/apron)?

Remove rubbish daily and dispose of it safely (double bagged if tissues etc.)

Deep Cleaning if there has been a suspected case of COVID-19 in school

If possible, close and secure areas the person has been in for 72 hours before cleaning in the same way you would any other area (see above). If that's not possible, follow the list below.

MEASURES TO TAKE

Clean and disinfect surfaces the person has come into contact with, including:

- Objects which are visibly contaminated with body fluids
- All potentially contaminated high-contact areas (e.g. bathrooms, door handles, telephones, grab-rails in corridors)

You don't need to specially clean public areas they've passed through briefly (e.g. corridors) which aren't visibly contaminated with body fluids

When cleaning hard surfaces and sanitary fittings, use either:

- Disposable cloths, or Paper rolls and disposable mop heads

When cleaning and disinfecting, use either:

- A combined detergent/disinfectant solution at a dilution of 1,000 parts per million available chlorine
- A household detergent, followed by a disinfectant with the same dilution as above

All cleaning staff to wear:

- Disposable gloves and aprons, washing their hands with soap and water once these have been removed

Place any possibly contaminated fabric items in a bag and take it to a point of laundering, using gloves and aprons when loading the laundry in the machine and disposing of the bag afterwards.

Washing Machine in Dining Hall

Launder any possibly contaminated items on the hottest temperature the fabric will tolerate

If items can't be cleaned using detergents or laundering (e.g. upholstered furniture), use steam cleaning **Should not apply –soft furnishings removed.**

Dispose of any items that are heavily soiled or contaminated with body fluids

Keep any waste from possible cases and cleaning (e.g. tissues, disposable cloths) in a tied plastic rubbish bag inside a tied bin bag, and place these bags in a suitable and secure place, marked for storage

Keep in Site Manager's Store: After 72 hours, dispose of these bags in your normal waste

APPENDIX 3: LABURNUM PRIMARY SCHOOL RECOVERY CURRICULUM



'The Loss the children experienced during this pandemic will have caused issues around attachment – in their relationships in school that they have forged over years; these will be some of the strongest relationships the young people have, but bereft of the investment of those daily interactions, will have become fragile.' (Barry Carpenter 2020)

The five losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children

Levers	What will this look like at Laburnum?	Resources/Contactable agencies
<p>Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.</p>	<ul style="list-style-type: none"> ▪ Acknowledging the time lapsed and the stories that everyone might want to tell- identify both positive and negative but draw out positives as a collective ▪ Revisiting of the restorative nature of the school's Relationship policy and Behaviour principles ▪ Reconnect through conversation ▪ Heavy PSHE and mental health focus ▪ Activities to encourage trust and to build self esteem ▪ Morning and afternoon circle times to rebuild relationships ▪ Heavy values based focus ▪ Tune into individual needs and ensure a personalise response ▪ Activities used to get to know each other again (two truths and a fib etc) 	<ul style="list-style-type: none"> ▪ Restorative handbook ▪ Sunshine circles activities (distanced only) ▪ SCARF PSHCE resources ▪ Social stories <p>https://www.mentallyhealthyschools.org.uk/getting-started/how-to-start-a-conversation-with-children-about-mental-health/</p> <p>file:///C:/Users/minke/Downloads/Cooking-up-Community.pdf</p>
<p>Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.</p>	<ul style="list-style-type: none"> ▪ Revisit C.A.R.E and the school Vision. Why are we all here? ▪ Articulate our core purpose ▪ What makes us a community/team? ▪ Clear timetable of the day/routines so everyone knows what to expect ▪ Continued use of outside agencies ▪ Encouraging continued contact through Dojo ▪ Parents to share learning with the school ▪ Children to be given opportunities to share their home learning experiences with each other ▪ Transition for year 6 ▪ Making classroom environment their own ▪ Acknowledge the effect of the pandemic on the local community ▪ Reschedule 'Aspirations week' for as soon as is safe to receive visitors in school 	<ul style="list-style-type: none"> ▪ Class Dojo ▪ Communication and resources from Sandy Secondary School ▪ Jigsaw, Speech Therapist, Occupational therapist, School Nurse ▪ NHS - https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-anxiety-tips/ ▪ https://www.anewdirection.org.uk/tateyear3project/learning-lenses-tate-year-3-resource/group-shots ▪ file:///C:/Users/minke/Downloads/A-Day-in-Our-Life.pdf

<p>Level 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.</p>	<ul style="list-style-type: none"> ▪ If pupils can't read, they can't access other learning, so this must be a priority for intervention. This may mean less time for some other subjects, which is not what we would want in an ideal world, but which feels necessary for us to prioritise in this context ▪ Phonics assessment will be used to inform teaching from year R to year 3 ▪ Recognise that any gaps in children's understanding of core concepts could lead to serious cumulative misconceptions so these should, where possible, be addressed face to face ▪ Increased use of modelling-using visualisers and examples where possible ▪ Expectations made explicitly clear ▪ Being sure to acknowledge the time missed ▪ Be sure to acknowledge anxieties and address misconceptions ▪ re-plan to focus on curriculum fundamentals for each subject ▪ integrate aspects of the humanities and science into English where possible and allow for an increase in cross curricular teaching ▪ Autumn term curriculum days to address gaps in knowledge from previous year ▪ Revisiting concepts and extending to address missed learning ▪ Developmentally appropriate interventions ▪ Explore what the children's interests are in relation to particular topic ▪ Using homework as opportunities to further knowledge ▪ Middle leaders to support teachers in identifying key concepts from the summer term that will need to be built in ▪ teachers will be more granular in their approach using low-stakes, formative assessment to identify gaps or misconceptions-questioning or quizzes ▪ interventions will be used: <ul style="list-style-type: none"> ○ Switch on reading/writing ○ Precision teaching ○ Reading project lead by teachers in all year groups ○ PPG additional intervention 3 x per week 	<ul style="list-style-type: none"> ▪ NC objectives for individual year groups
<p>Level 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.</p>	<ul style="list-style-type: none"> ▪ Be aware of self esteem ▪ Encourage contributions ▪ Reminders of expectations in school learning ▪ Over use of important vocabulary ▪ Heavy focus on wellbeing and basic skills-reading and number ▪ reaffirming good learning behaviours ▪ Brain breaks at regular intervals ▪ Children to identify what they feel their 'gaps' in learning are ▪ Explicitly teaching metacognitive strategies across the year groups in age appropriate ways 	<p>https://learning.nspcc.org.uk/news/2020/april/supporting-children-young-people-mental-health</p> <p>www.youngminds.org.uk</p>

<p>Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.</p>	<ul style="list-style-type: none">▪ Heavy PSHCE focus-thread through all subjects to embed▪ Time for reflection▪ Staff to monitor levels of engagement▪ Trips and experiences will have been missed therefore there will need to be a focus on cultural capital	<p>file:///C:/Users/minke/Downloads/Desert-Island-Values.pdf</p> <p>https://www.headstogether.org.uk/60-second-support/</p> <p>https://www.childrenssociety.org.uk/coronavirus-information-and-support</p> <p>https://www.teritotoi.org/classroom-support/?fbclid=IwAR0Xkgcd9jfnatcjznC3BkPTZ3GFhu1Ed-dY3Haz9gg5TJkCx5ot4sQsyPO</p>
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